



Personal Learning Plan – PLP

Task 1 – Personal Development

CAPABILITY:

PERSONAL DEVELOPMENT



TASK (PERSONABLE ME):

*ICAN SET PERSONAL GOALS AND
TAKE STEPS TO ACHIEVE THOSE GOALS*

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ICAN PLP CAPABILITY TASK OVERVIEW SHEET

CAPABILITY: PERSONAL DEVELOPMENT

TASK:	ICAN SET PERSONAL GOALS AND TAKE STEPS TO ACHIEVE THOSE GOALS.	ASSESS. DESIGN CRITERIA:
Part 1	<input type="checkbox"/> <u>Understanding and Development of Capabilities</u> – Wordle task (common task for each capability)	UDC 2 (Personal Development)
Part 2	<input type="checkbox"/> <u>Assessment Design Criteria</u> – Mind Map (common task for each capability)	(ADC listed below)
Part 3	<input type="checkbox"/> Complete <u>CYPFS Modules</u> 1, 2 and 3 (or combinations of modules 1 and 3; or 1 and 2)	C1 / D2
Part 4	<input type="checkbox"/> Complete <u>COMPASS on-line literacy and numeracy tool</u> <input type="checkbox"/> Complete <u>evaluation and reflection</u> on the outcome	D1 D3
Part 5	<input type="checkbox"/> <u>Personal Timetable – Present and Future</u> Using timetable templates and the table given, record how you spend your time in an average week; reflect on the timetable and identify the percentage of time you spend on each area; create a new timetable and repeat the process; evaluate, reflect, and compare and contrast using a bar graph; identify how you could organise yourself better / differently.	ER1
Part 6	<input type="checkbox"/> <u>Goal Planning</u> Choose a personal goal. Using the Goal Stepping chart, create a plan showing your goal and use backwards planning to identify what you need to do to achieve the goal; identify what you have already done and what you need to do to achieve the goal (<u>ie:</u> by highlighting on the plan what you have already done); CM to add supporting notes regarding the process of working towards the goal.	ER2
Part 7	<input type="checkbox"/> <u>‘ICAN Achieve My Goals’ – Creative Piece</u> Choose 1 goal; select from one of the 6 options given; create a ‘story’ showing how you will achieve your goal; an opportunity to have fun and be creative.	C2

PART 1:

Understanding and Development of Capabilities (UDC)

Wordle Task

PART 1: UNDERSTANDING AND DEVELOPMENT OF CAPABILITIES: PERSONAL DEVELOPMENT

- Students explore and understand their strengths and areas for development in their learning.
- Students develop skills of self-awareness through, for example, self assessment tools. They use the information gained to help them plan for completing their SACE and for their futures after school.
- Students explore issues relating to their health and wellbeing, including balancing their workload and subject demands, both at school and outside school.
- Students identify influences on their personal behaviour, attitudes and identity.
- Students participate in courses on study skills and time management. Relaxation, appropriate physical activity, good nutrition, safety and relationships may also be included in their goal setting to support their learning achievements.

To demonstrate understanding of the capability, Personal Development, **read** the dot-points above.
Then, type these dot-points into a Word document.

Next, follow these steps:

1. Open www.wordle.net/create and copy the text into the 'paste a bunch of text' section.
2. Press 'GO'. Wait for a moment and you will see your first word cloud.
3. **Open a PowerPoint** and produce 6 blank slides.
4. Go back to Wordle and press 'Print Screen' on the top row of the keyboard (next to F12) the **open the PowerPoint**, right click and paste the image into the first PowerPoint slide.
5. Go back to Wordle and press 'randomize'. You will see a new cloud. If you want to keep it, press 'Print Screen' and then **open the PowerPoint**, right click and paste the image into the second PowerPoint slide.
6. Repeat this process until you have 6 word clouds.
7. Choose the slide that you like best and print.

Look at the Wordle design you have created and answer the following questions:

Which words are the key words?

Why do you think so?

Which 3 words do you think are the next most important?

Look at the Capability and the Wordle. Summarise what you think the capability is about:

PART 2:

Assessment Design Criteria (ADC)

Mind Map

PART 2:

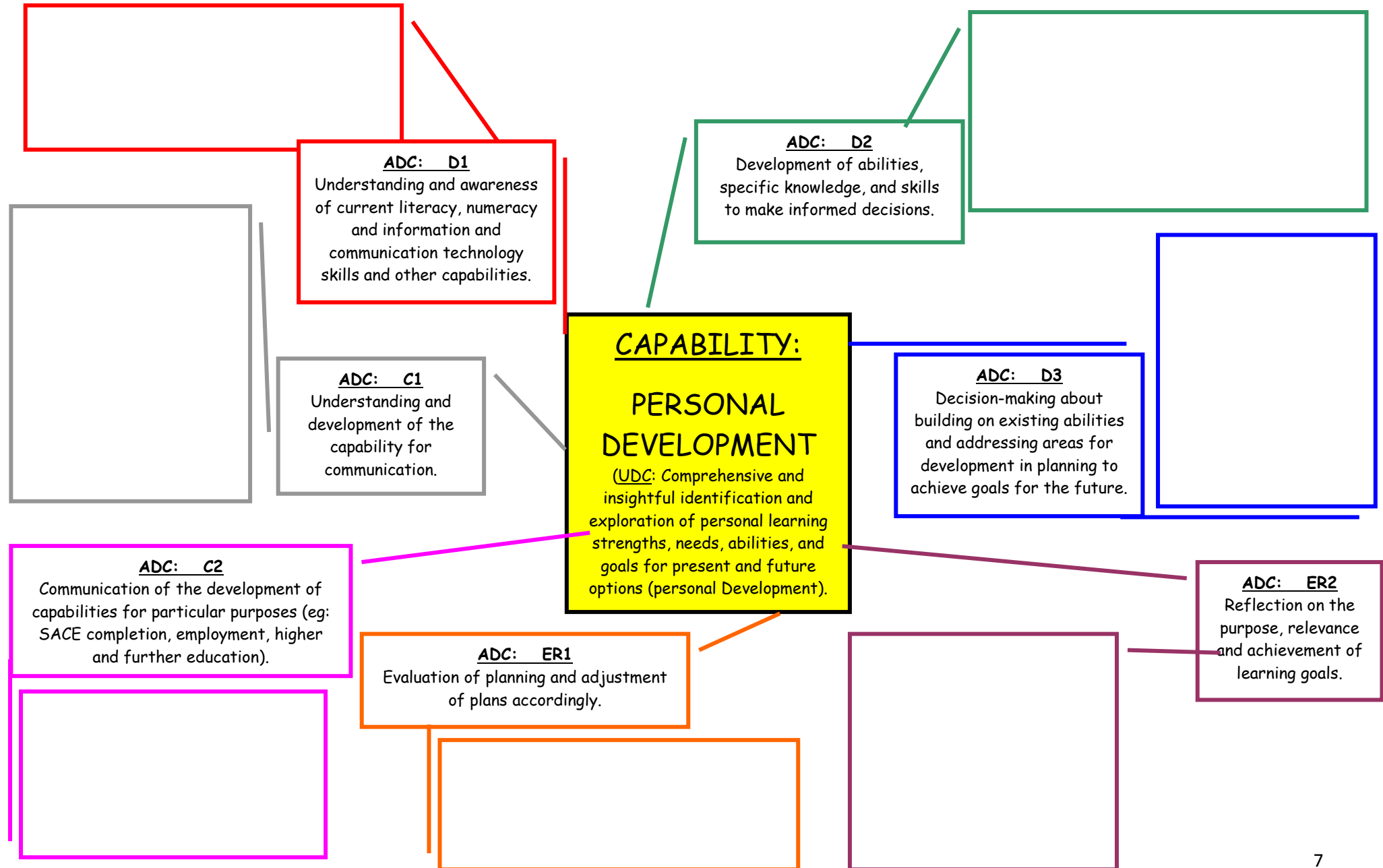
ASSESSMENT DESIGN CRITERIA (ADC) – PERSONAL DEVELOPMENT MIND MAP

Decision-making	Communication	Evaluation & Reflection
D1 Understanding and awareness of current literacy, numeracy, and information and communication technologies skills and other capabilities	C1 Understanding and development of the capability for communication	ER1 Evaluation of planning, and adjustment of plans accordingly.
D2 Development of abilities, specific knowledge, and skills to make informed decisions	C2 Communication of the development of capabilities for particular purposes (e.g. SACE completion, employment, higher and further education).	ER2 Reflection on the purpose, relevance, and achievement of learning goals
D3 Decision-making about building on existing abilities and addressing areas for development in planning to achieve goals for the future		

The Mind Map on the following page shows which capability you are developing and how that capability will be assessed through the Assessment Design Criteria (ADC).

Find and use the Capability Task Overview sheet to fill in the parts of the task that are used for each ADC. Write the name (underlined) of the task into the blank boxes.

MIND MAP FOR PERSONAL DEVELOPMENT CAPABILITY



PART 3:

CYPFS Modules

(Tick those that are included in this task)

- ☐ Module 1: My Life and Career Pathway Plan
- ☐ Module 2: Steps for My Life Success
- ☐ Module 3: Steps for My School Success
- OR
- ☐ Module 3: Steps for My Learning Success
- OR
- ☐ Module 3: My Top Performance Plan

PART 4:

COMPASS

(Tick when completed and include relevant documents in the PLP.)

- ☐ COMPASS on-line literacy and numeracy diagnostic tool completed
- ☐ COMPASS literacy and numeracy report (attach)
- ☐ COMPASS evaluation and reflection completed (attach)

COMPASS evaluation and reflection
to be added.

PERSONAL LEARNING PLAN

Literacy Skills Assessment Sheet

Name: _____

Student Evaluation

1. What do you enjoy most in the areas of Reading, Writing, Speaking and Listening? Explain why.

2. What do you enjoy the least in the areas of Reading, Writing, Speaking and Listening? Explain why.

3. How often do you read at home? (Include types of reading material.)

4. How often would you write at home? (Include writing purposes.)

5. Rate yourself in the following areas of literacy by placing a tick under the most appropriate response.

Topic	Basic	Satisfactory	Good
General Writing			
Sentence Construction			
Paragraphing			
Knowledge and use of punctuation			
Knowledge and use of tense			
Proof reading and editing written work			
General Reading			
Reading out aloud			
Pronunciation of words			
General understanding of texts after reading			
Retelling of read material			

Summary

Strengths and achievements:	
Areas for development:	
I will work on my areas for development in these ways. These people can help me.	

PERSONAL LEARNING PLAN

ICT Skills Assessment Sheet

Name: _____

Student Evaluation

5. For what purposes do you enjoy using ICT (Information and Communication Technology)? Explain why.

6. What do you enjoy the least about using ICT? Explain why.

3. Rate yourself in the following areas of ICT by circling the most appropriate response
(B-Basic, S-Satisfactory, G-Good)

Basic Operating Skills	<u>B</u>	S	G
CAD	<u>B</u>	S	G
Databases	<u>B</u>	S	G
Excel	<u>B</u>	S	G
Frontpage	<u>B</u>	S	G
Adobe Photoshop	<u>B</u>	S	G
Powerpoint	<u>B</u>	S	G
Publisher	<u>B</u>	S	G
Ulead	<u>B</u>	S	G
Word	<u>B</u>	S	G
Other? (Name program)	<u>B</u>	S	G
Other? (Name program)	<u>B</u>	S	G
Other? (Name program)	<u>B</u>	S	G

Summary of ICT Skills:

Strengths and achievements:	
Areas for development:	
I will work on my areas for development in the following ways. These people can help me.	

PART 5:

Personal Timetable – Present and Future

PERSONAL TIMETABLE - PRESENT

(NB: If you have completed CYPFS Module 3: My Top Performance Plan, you may use the timetable from that module and ignore this template)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
6:00 AM						6:00 AM		
7:00 AM						7:00 AM		
8:00 AM						8:00 AM		
						9:00 AM		
Session 1 AM - AM						10:00 AM		
BREAK AM - AM						11:00 AM		
Session 2 PM - PM						12:00 PM		
BREAK PM - PM						1:00 PM		
Session 3 PM - PM						2:00 PM		
						3:00 PM		
4:00-5:00 PM						4:00 PM		
6:00-7:00 PM						6:00 PM		
7:00-8:00 PM						7:00 PM		
8:00-9:00 PM						8:00 PM		
9:00-10:00 PM						9:00 PM		
10:00 –11:00PM						10:00 PM		
12:00 AM						11:00 PM		
						12:00 AM		

PERSONAL TIMETABLE – FUTURE

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
6:00 AM						6:00 AM		
7:00 AM						7:00 AM		
8:00 AM						8:00 AM		
						9:00 AM		
Session 1 AM - AM						10:00 AM		
BREAK AM - AM						11:00 AM		
Session 2 PM - PM						12:00 PM		
BREAK PM - PM						1:00 PM		
Session 3 PM - PM						2:00 PM		
						3:00 PM		
4:00-5:00 PM						4:00 PM		
6:00-7:00 PM						6:00 PM		
7:00–8:00 PM						7:00 PM		
8:00-9:00 PM						8:00 PM		
9:00-10:00 PM						9:00 PM		
10:00 –11:00PM						10:00 PM		
12:00 AM						11:00 PM		
						12:00 AM		

PART 5: PERSONAL TIMETABLE – PRESENT AND FUTURE

1. Using Personal Timetable – Present, record how you spend your time in an average week.
2. Reflect on the timetable and identify the percentage of time you spend on each area in the table.

(Note: the timetable uses the hours between 12am and 6pm, but all hours for the week are included in the total hours for the week, which is 168 hours).

3. In the Reflective Notes column, work with your Case Manager to make notes about changes you could make. Make brief notes about what you'd like to change (eg: spend more time on study) and why (eg: to make sure I complete homework for my course).

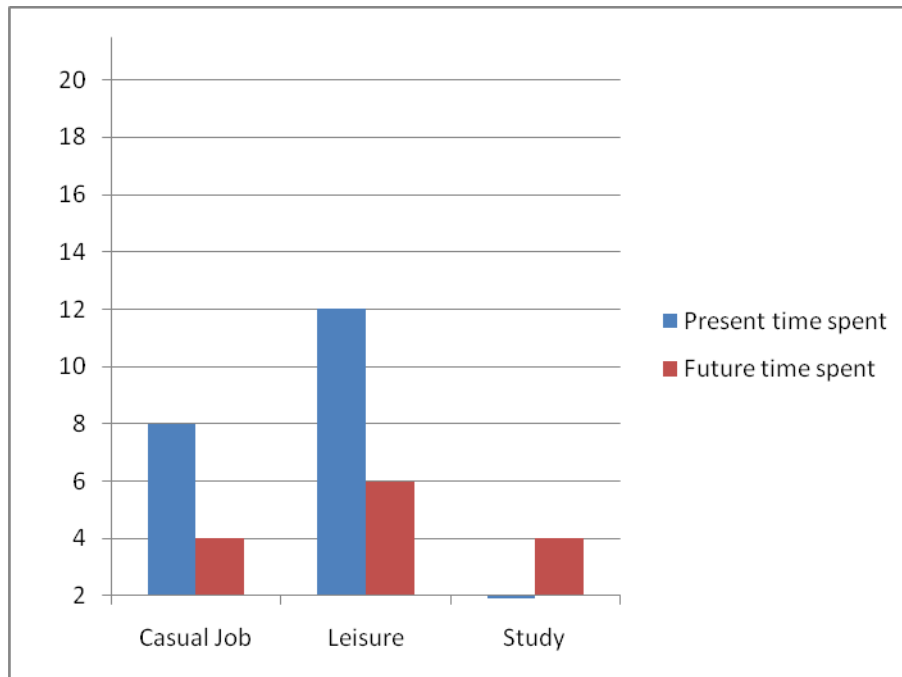
How I spend my time – present:	Hours out of 168:	Percentage of time (%):	Reflective notes (what changes I could make):	New hours (future):	New percentage of time (%):
Program / course	/168	%	<u>What?</u> <u>Why?</u>	/168	%
Homework / study	/168	%	<u>What?</u> <u>Why?</u>	/168	%
Sleeping	/168	%	<u>What?</u> <u>Why?</u>	/168	%
Leisure / recreation	/168	%	<u>What?</u> <u>Why?</u>	/168	%
Casual / part-time work	/168	%	<u>What?</u> <u>Why?</u>	/168	%
Sport / hobbies	/168	%	<u>What?</u> <u>Why?</u>	/168	%
Caring for children / family	/168	%	<u>What?</u> <u>Why?</u>	/168	%
Other	/168	%	<u>What?</u> <u>Why?</u>	/168	%
Free time	/168	%	<u>What?</u> <u>Why?</u>	/168	%

4. Now complete the second timetable (Personal Timetable – Future) and plot the changes you would make on the table.
5. Record the new hours and percentages in the last 2 columns on the table.

6. Now create a bar graph to compare and contrast your Present and Future Timetable.

- y-axis = hours (use equal increments to plot hours – eg: 1cm increments = 4 hours)
- x-axis = activities (use increments equal to the y-axis and list the activities from the table)
- Calculations can be based on 126 hours per week (ie: between 6am and 12am).
- You could try using the Chart application on Microsoft Word, like the example below.
Or plot your bar graph on graph paper.

Example:



7. What are your challenges to being organised and managing your time effectively?

8. How could you work towards overcoming these challenges?

9. Summarise why you made changes to your timetable.

10. Have the percentages and the bar graph helped you to evaluate your schedule? How?

11. What form of time management / personal organisation do you usually use?

- ☐ Calendar ☐ Diary ☐ Timetable ☐ Daily reminder notes ☐ None

12. What form of time management / personal organisation do you think you will use in future?

- ☐ Calendar ☐ Diary ☐ Timetable ☐ Daily reminder notes ☐ None

Why?

PART 6:

Goal Planning

PART 6: GOAL PLANNING

13. Use backwards planning (that is, start with your goal and work backwards) to plot one current, personal, short to mid-term goal on the Goal Stepping chart.
14. The star indicates what you have already done or are doing to work towards your goal, and the blank steps will indicate what you still need to do to achieve the goal.

15. Case Manager's Supporting Notes:

(How could you - or how are you - support the student to progress towards this goal?)

GOAL STEPPING: Record your goal to the left of the top step; then write the smaller steps needed to achieve this goal on the right of each step. (You may not need all 5 steps). Move the star up the steps as you climb toward your goal. *(Or you can copy and paste the star provided and place one on each step as accomplished).* Use the right of the steps for notes or comments.

Name:

MY GOAL:		
STEP 5:		
STEP 4:		
STEP 3:		
STEP 2:		
STEP 1:		

PART 7:

'ICAN Achieve My Goals'
- creative piece

PART 7: 'ICAN Achieve My Goals' – creative piece

Using your goal from the previous task, create a story where you are the main character.

Through this story, show how you will work towards achieving your goal, including the barriers and challenges you might face along the way.

Create your story through one of the following mediums:



Comic Strip

(using pictures, thought bubbles, speech bubbles and captions; examples and templates attached)

Length: At least 2 A4 pages (using the templates provided)



Monologue

(1-person play or script; the actor usually directs their dialogue to the audience; examples attached)

Length: At least $\frac{3}{4}$ of a typed A4 page



Poem

(using any style that you like – you could read some poetry for inspiration)

Length: Approximately 6 – 8 verses or 1 A4 page



Poster

(showing the steps on your journey pictorially, with some text or captions)

Length: 1 A3 or A2-size paper or coloured card



Artwork

(drawings, paintings or using ICT's)

Length: 1 – 4 pieces (depending on the style of artwork), with captions



PowerPoint

(presentation using PowerPoint)

Length: 6 – 8 slides, with pictures / graphics and text

Whichever format you use, make sure it reflects:

- ☐ that you are the main character
 - ☐ your goal
 - ☐ barriers / challenges you might face
 - ☐ people who can help and support you
 - ☐ an ending that shows that you have achieved the goal
-

This is an opportunity to really have fun and be creative!

After all, this is your journey.

PART 8:

Evidence Checklist (Case Manager to complete)

PART 8: EVIDENCE CHECKLIST (FOR USE BY CASE MANAGER)

FLO Case Manager to complete prior to submitting student work to the FLO Coordinator for assessment.

ASSESSMENT DESIGN CRITERIA:	EVIDENCE:	EVIDENCE ATTACHED (✓):
UCD 2	UCD Wordle Task and ADC Mind Map (common tasks for each capability)	
D1	COMPASS – literacy and numeracy report	
D2	CYPFS Modules 2 and / or 3 (circle or highlight relevant module)	
D3	COMPASS – literacy and numeracy evaluation and reflection	
C1	CYPFS Modules 1	
C2	ICAN Achieve My Goals creative piece (state format chosen: _____)	
ER1	Personal Timetable – Present and Future	
ER2	Goal Planning	

NB: The Assessment Design Criteria have been allocated to the task that best fits the criteria. Criteria will overlap in several tasks. The evidence sheet indicates that each has been specifically addressed.

PART 9:

Performance Standards for this Task

(For FLO Coordinator's information / reference)

TASK 1: Personable Me – Personal Development Performance Standards
PART 9: TASK PERFORMANCE STANDARDS (FOR FLO COORDINATOR'S REFERENCE)

	Understanding and Development of Capabilities*	Decision-making	Communication	Evaluation and Reflection
A	<p>Comprehensive understanding, independent development, and capable demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Comprehensive and insightful identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Independent and focused development of a plan that demonstrates appropriate preparation for workplace learning and employability skills. (work)</p> <p>Independent and focused development and demonstration of learning skills most relevant to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Convincing evidence of informed assessment of current literacy, numeracy, and information and communication technologies (ICT) skills and other capabilities.</p> <p>Independent and comprehensive development of personal abilities, specific knowledge, and skills to make informed decisions that are highly relevant to plans for future study and work.</p> <p>Astute decision-making about strengthening existing personal abilities and addressing areas for development in planning to achieve goals for the future.</p>	<p>Clear and discerning communication and interaction with others with relevant expertise (within school and externally) to explore, develop, and identify ideas and plans for present and future learning goals. (communication)</p> <p>Effective communication and justification of the development of capabilities for particular purposes (e.g. SACE completion, employment, higher and further education, participation in the community). (communication)</p>	<p>Evidence of comprehensive self-assessment and relevant, ongoing planning for achieving goals, and well-considered adjustments made to the plan in response.</p> <p>Comprehensive review and critical evaluation of, and reflection on, the purpose and relevance of the plan.</p> <p>Insightful and sophisticated reflection on the development and demonstration of the five capabilities</p>
B	<p>Thoughtful development and demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Thoughtful identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Independent development of a plan that demonstrates appropriate preparation for workplace learning and employability skills. (work)</p> <p>Capable development and demonstration of learning skills relevant to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Well-informed understanding of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>Proficient development of abilities, specific knowledge, and skills to make relevant decisions about the plans.</p> <p>Effective decision-making about building on existing abilities and considering areas for development in planning to achieve goals for the future.</p>	<p>Proficient communication and interaction with others with relevant expertise (within school and externally) to explore and identify ideas and plans for present and future learning goals. (communication)</p> <p>Coherent communication and explanation of the development of some of the capabilities for particular purposes (e.g. SACE completion, employment, higher and further education) as linked to the student's goals. (communication)</p>	<p>Evidence of capable self-assessment and detailed planning for achieving goals, and adjustments made to the plan in response.</p> <p>Thoughtful review and analysis of, and reflection on, the purpose and relevance of the plan.</p> <p>Proficient reflection on the development and demonstration of the five capabilities.</p>
C	<p>Satisfactory development and demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Adequate identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Satisfactory development of a plan that demonstrates preparation for workplace learning and employability skills. (work)</p> <p>Satisfactory development and demonstration of learning skills related to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Satisfactory awareness of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>Satisfactory development of some knowledge and skills to make adequate decisions about aspects of the plan.</p> <p>Satisfactory decision-making about ways to build on some existing abilities.</p>	<p>Satisfactory communication and interaction with others with relevant expertise (within school and externally) to identify ideas and plans for possible learning goals. (communication)</p> <p>Satisfactory communication and development of some of the capabilities with some relationship to the student's goals (e.g. SACE completion, employment, higher and further education). (communication)</p>	<p>Satisfactory evidence of self-assessment and planning for achieving goals, and adjustments made to the plan.</p> <p>Adequate reflection on the purpose of the plan.</p> <p>Satisfactory reflection on the development and demonstration of some of the capabilities.</p>
D	<p>Some development and demonstration, with support, of possible ways in which the student can contribute to the wider community. (citizenship)</p> <p>Some exploration of aspects of personal learning related to goals for present and future options. (personal development)</p> <p>Some development of parts of a plan that demonstrate preparation for workplace learning and employability skills. (work)</p> <p>With support, some development and demonstration of aspects of learning skills related to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Partial awareness of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>With support, development of some skills to make partial decisions about aspects of the plan.</p> <p>With support, exploration of aspects of existing abilities.</p>	<p>With support, communication with others to partially identify ideas and aspects of planning. (communication)</p> <p>Basic communication of aspects of the capabilities that may be linked to the student's learning goals. (communication)</p>	<p>Limited evidence of some self-reflection and planning; with support, some adjustments may be made to the plan.</p> <p>Basic description of aspects of a plan and a partial statement of its purpose.</p> <p>With support, basic discussion about some aspects of the capabilities.</p>
E	<p>Little development or demonstration of possible ways in which the student can contribute to the wider community. (citizenship)</p> <p>Partial lists of aspects of personal learning that may be related to goals for present and future options. (personal development)</p> <p>Limited development of parts of a plan that may show preparation for workplace learning and employability skills. (work)</p> <p>Infrequent demonstration of aspects of learning skills that may be related to goals for present and future learning. (learning)</p>	<p>With support, a limited statement of some aspects of current literacy, numeracy, and ICT skills and possibly other capabilities.</p> <p>With support, partial and limited decisions about any parts of a plan.</p> <p>Occasional accessing of some information that may not always link to an area or areas for development in planning.</p>	<p>With support, communication with at least one other person to partly identify aspects of a plan. (communication)</p> <p>Partial and limited communication about some aspects of the capabilities that may or may not be linked to the student's goals. (communication)</p>	<p>With support, identification of an aspect of the plan that could be adjusted.</p> <p>With support, description of aspects of a plan and a partial statement of its purpose.</p> <p>With support, a list of some aspects of the capabilities.</p>

PART 10:

ICAN PLP Trial Feedback Sheet

(All parties please complete consent and feedback sheet)

ICAN requests your permission to use this trial document for training and development purposes:

FLO Student:

- ☐ I give my permission for this document to be used by ICAN for training and development purposes.
- ☐ I do not give my permission for this document to be used by ICAN for training and development purposes.

NAME: _____ SIGNED: _____ DATE: __/__/2010

FLO Case Manager:

- ☐ I give my permission for this document to be used by ICAN for training and development purposes.
- ☐ I do not give my permission for this document to be used by ICAN for training and development purposes.

NAME: _____ SIGNED: _____ DATE: __/__/2010

FLO Coordinator:

- ☐ I give my permission for this document to be used by ICAN for training and development purposes.
- ☐ I do not give my permission for this document to be used by ICAN for training and development purposes.

NAME: _____ SIGNED: _____ DATE: __/__/2010